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MUSIC AS A SCHOOL STUDY.

It is now more than a quarter of a century since music, taking its place with the other studies, was introduced into the Boston schools. It soon spread far and wide ; not many years passed ere the voice of song was heard in many of the more favored schools throughout the land. Nor is this strange, for music is indigenous to the soil of the human soul. Song is the natural and appropriate expression of feeling ; and wherever this, its source, exists, the streams must flow out in a musical utterance. Children, free from guile, unsuspecting, and full of confidence, "break forth into singing ;" not indeed in scientific forms, but rather in those of their own intuitive nature ; and this ere the voice of speech is heard from their lips ; for as feeling is before thought, so are tones before words. It is not surprising, therefore, that the musical current should run very swiftly, nor that music, when made a school study, for this very reason, as well as because of its own exciting nature, should require, as much as any other study can require, the guidance of wisdom and experience, lest in its course it should impede the growth of others most needful to the development of the youthful mind.

Observation and experience furnish reason to fear that the influence of what is called "teaching music in schools" is not always

favorable to the formation of the best habits of study ; the lesson, not unfrequently, being little more than the outside teaching of songs ; and these, too often, such as have no claim, either poetical or musical, to belong to a proper educational or school course ; songs in harmony with, and, it may be, borrowed from, places of amusement, and which are less adapted to improve the tasteful, social, and moral condition of the pupils, than to awaken a desire for mere merriment and frivolity, or for exhibition and display, which, however admissible or desirable under other circumstances, should not ordinarily be mingled with school pursuits. An excellent and experienced teacher, a great friend to music in school, said recently in hearing of the writer, "The teaching of music in schools is to a great extent a mere sham ; the greater part of the children's time during the lesson, so called, is taken up in learning songs preparatory to an exhibition ; and such songs are selected for the purpose, from the opera or elsewhere, as will make the greatest show, without reference to educational influence, general capacity, or compass of voice." We regard this as a severe charge, more so we hope than facts justify ; yet there may be more truth in its application to some schools of no inconsiderable notoriety and popularity than pupils, teachers, or parents realize ; for as music is a most pleasing and attractive study, so it is one very liable to abuse, requiring no little care and watchfulness lest in its train vanity, self-complacency, a love of display, and similar evils, insidiously steal in. There is nothing, perhaps, which more quickly develops pride in its possessor than a good singing voice, as (e. g.) a high, transparent, and joyous treble or soprano ; a tender, mellow, and pathetic alto ; a rich, smooth, and mellifluous tenor ; or a deep, sonorous, and energetic base. In this, as in other things, we see that Heaven's best gifts to man may by perversion become a snare. We venture to say that no study requires a firmer hand, a more carefully adjusted rein, or a stronger curb, than that of music. And yet how often are parents, teachers, and friends eager to bring out and expose to public gaze the child who has a good singing voice or a quick musical ear, and to exhibit the youthful prodigy so as to elicit that applause and adulation, which, to one who knows the youthful mind and its allurements, tells not of safety, but of peril ! Even in Sunday schools, especially on anniversary and exhibitional occa-

sions (of which there is no lack), these ambitious aspirations are seen to prevail to the encouragement and fostering of a pride quite at variance with the meekness, modesty, and gentleness inculcated by the religion of Christ. We have known those who, we had reason to suppose, were seriously and permanently injured by such exposure and by the unrestrained indulgence of a strong musical propensity in youth, leading to an enervation of mind unfitting for the ordinary duties and relations of life. Yet this most serious charge is not properly to be laid at Music's door, but is rather to be attributed to an ill-directed education, in which music is made so prominent as to be injurious to other things essential to a well-balanced mind. Music may be likened to the sails of a ship, most necessary, yet quite unsafe in the absence of a good helm and suitable ballast. It must be remembered that in these remarks we are speaking of music in schools, and in domestic and social life, and not of its scientific or artistic pursuit where there is a capacity for it with reference to its refining and elevating efficiency or a fine art; nor yet with respect to professional life, either of which may be most honorable, useful, and safe, to one whose mind has been previously well disciplined, and thus prepared for it, by a liberal and thorough course of study.

Let not the writer be charged with being an enemy to music in schools; he is as far from that as need be. He claims to rank with its warmest friends, regarding it not only an important but an essential element of a complete education, one adapted peculiarly to the training of the feelings, and which, by a judicious treatment, may be made to the emotional what mathematics is to the intellectual man. And does not the heart need its appropriate means of growth as well as the head? Is it not as important to train the young to goodness as to greatness? Let music, then, be made a study in all the schools, receiving the wise and careful attention necessary to secure success. It requires close application on the part of the pupil, and skilful guidance on the part of the teacher. It may not be let loose, running wild, and leading astray by the frivolity or unsuitableness of either words or tones, both of which should be under the superintending care of one who is worthy to be called an educator. The student should be led gradually upward from the mere sensuous delights which song legitimately affords, and which,

like the odor of the rose or the flavor of the strawberry, may be innocently enjoyed, to the appreciation of its higher and more noble purpose, and, blending it with the other means of improvement which the school-room affords, should follow their united lead up the hill of knowledge.

While the study of music, like every other study, should always be made pleasant, there is danger in the song department of going too far, even so as to degrade the singing lesson to one of mere amusement, frolic, or pastime. This point should be carefully guarded; nor should the pupils be permitted to sing, any more than to read, in a heedless and inattentive manner; nor yet too frequently for recreation or relaxation, which should be found in exercises more appropriate; and surely never for mere fun, drollery, or merry-making. There should be many school-songs joyful, gay, mirthful even to hilarity and glee; but neither low, coarse, and vulgar doggerel verse, nor its kindred music, should find place; they are beneath the dignity both of the school and of humanity. And yet many school song-books, and even Sunday school song-books, are not free from such debasing alloy.

In the song the pupil should be led, from the first, to give careful thought to the poetry, being made to understand its meaning; from this to its expression in song, and thence to the delivery of both words and tones in a tasteful manner. And still more important (though but seldom realized or sought even by professional singers) are SINCERITY and EARNESTNESS; the singer entering into the emotional character of the words, and giving utterance to them, not Thespian-like, or in an assumed or representative manner, as if personally uninterested, but making them his own. This is not of easy attainment; yet it has its counterfeit, which is acquired with much greater facility, and which may not readily be detected by the inexperienced. It consists in that elegance and beauty of the technical song which is sure to please the outward sense. It is quite easy to be sincere and earnest in this, or in an effort by a fine external performance to draw forth applause and *encore* from the people, but far less so to sing at once in a tasteful manner and at the same time with such a truthful heart-expression as shall sink deeper than the mere outward perception of beauty, even to the awakening of the soul. And yet, without this, what is song but



"as sounding brass, or a tinkling cymbal"? How great, then, is the work of the teacher! He has to do, not only with the head, but with the heart, and to train not merely to the expression, but to the reality of the true and good.

If this view be correct, and if children or others are thus to sing *as a reality* in sincerity and earnestness, the indispensable necessity for suitable forms both in poetry and music is obvious. Much to be desired is it that this should be realized by those who prepare books for school use; and we may add also, for the assemblies of the people who meet for the worship of the Most High. For how can the reality be reached in the use of words which are ideal or imaginary only? A dreamy sentimentality, such as abounds in the ordinary parlor songs, and in almost all concert and opera songs, leads quite in another direction; to the illusive and false. We do not say that, in all school-pieces, personification or representation is inadmissible; but it should be comparatively rare, and its character always unmistakable; and surely, unless self-deceit and hypocrisy are to be encouraged, it should not be known in the songs of religious service. "God is a Spirit; and they that worship him must worship him in spirit and in truth." The music too, which should be always well-pleasing, should be true and faithful to the words. Singing in connection with poetry is not, as a general thing, the place for either artistic or scientific display. There is indeed, in vocal music (so called), much which seems to have reference almost exclusively to musical effect only, and in which the words are made quite subordinate; this is the case in many fugues in which the words are often much distorted so as to enable the composer *canonically* to carry out a musical idea. So also in opera, in which the words are sometimes regarded as nothing more than mere vocalizing syllables, no attention whatever being given to the sentiment, or emotional character of the text, but all being made subordinate to musical effect. But in school-songs, and in all songs in which the sentiment is sought in sincerity and earnestness, the tune, and not the poetry, is subordinate; in this the music, while it should be truly tasteful, may not soar into the regions of art as when unfettered by the language of thought, as in the purely instrumental, or in an independent exercise of vocalization; but, yielding its high artistic claims, it becomes a servant, lending its powerful

aid to intensify feeling and to deepen impresssion in accordance with its poetic lead.

But let us inquire what is the real condition of music in those schools in which it is professedly taught. In some, and especially in those in which it is in the hands of the regular teacher of the school, we doubt not its legitimate effects are in some degree realized. In these it is found to be cheering, enlivening, encouraging. Making its appeal to the æsthetic, it exercises and cultivates taste ; to the moral it saves the rod, and sheds its influence over the whole school employments, causing the pupils to press onward with new energy and zeal. But it cannot be denied that in some schools it has been otherwise ; and that the music-lesson, being, perhaps, carelessly or indolently given, or having received a wrong direction or no direction at all, has been suffered to pass idly away in a song of indifference and unconcern, producing no visible effects but lassitude and weariness ; or it may be, on the other hand, that an undue musical excitement, the result of unrestrained indulgence, or the singing of songs which ought not to be sung, may have produced such a state of noisy festivity and jollity as to unfit for all fixedness of thought and sober study, thus exerting a power more to be feared than a mere negative influence. The following facts may not be irrelevant in this connection.

A young lady, a graduate of a much-favored high-school in a large city, stated to the writer, that while music lessons (so called) were regularly given in the school, the pupils felt that they derived from them but little instruction ; the greater part of the music hour was spent in the entertainment afforded by singing songs by rote. The pupils were mostly ignorant of the common elements of music and of its notation ; but few of them could read from written characters even the most simple lesson. And yet in the same school, probably because of its being a high-school, an attempt was made to teach harmony ; a portion of the time of each lesson being thus appropriated ; but the instructions, however good in their way, were unintelligible and next to useless, for as they were abstract, without vocal or instrumental examples and illustrations, and especially as the pupils were destitute of the prerequisite knowledge, the light which was shed upon the subject was darkness.

A lady having much more than an ordinary knowledge of music,

herself a teacher, meeting a female acquaintance much younger than herself, a pupil of a high-school in which music was professedly taught, seeing that she had a roll of music under her arm, said to her, "Where are you going, Anna?" "Going to practise a duet for the exhibition," was the reply: soon after, as a convenient opportunity occurred, the lady examined this same "duet-singer" as to her knowledge of music, and found her ignorant of almost everything pertaining to it, and quite unable to sing from notes.

A gentleman, meeting a teacher of singing in the schools of a large city, was asked his advice in relation to a book for school use. Several were mentioned, but when one was recommended on the ground of its containing a very complete elementary course, he said, "Oh, we do not care for that: we have nothing to do with the study of elements; we only teach the singing of songs!"

We have heard of a music-teacher whose custom it was, on coming into the school, to take his seat at the instrument, and spend the whole time allotted to the lesson in the singing of songs, not making the slightest attempt to give any elementary instruction whatever. And just at the moment we are writing this paper, a letter is received from a friend of music in schools, deeply regretting that in the large, flourishing, and far-famed schools of — there is almost no attempt to teach otherwise than by rote. "The art of reading music," he says, "is becoming a lost art among the children." It is even asserted by some, notwithstanding the abundant proof to the contrary within the reach of all, that children cannot learn the elements of music, so as to read from notes or written characters! Query, Are the children unable to learn, or are the teachers unable to teach? But we need not multiply instances to prove defective or superficial music-teaching; enough of that is known already.

As to the knowledge of music which children or young persons ought to acquire in such schools as receive proper instruction, we feel confident that we make the estimate low enough when we say that ordinarily in one of the grammar-schools (so called) in any of the larger towns, in which two lessons of from forty to fifty minutes each are given weekly, one going through the full course, and grad-

uating with the first class at its close, should be able, at least, to write down in proper characters, in any of the ordinary keys, any simple melody which she heard another sing or play, or to sing from the written characters or notes any similar melody with no inconsiderable degree of taste and propriety ; and also to bear a satisfactory examination in theoretical definitions, technicals, and explanations, so far as relates to ordinary tone relations, both of length and of pitch. Where this is not realized it may be taken for granted that something has been wrong ; perhaps the conditions of the school may have been such as to render success impossible, as the want of order, or the impracticability of suitable classification, the impossibility of bringing all the members of the class into a convenient relation to the black-board (most essential), and especially the circumstance of being obliged to give lessons, or to try to do so, to a large number of mixed pupils, perhaps hundreds, *en masse*. As well might one attempt to teach reading in a like manner. If any thing requires perfect silence and close attention in its teaching, it is music ; for how shall the ear be taught to hear with accuracy, and to make the necessary discriminations in the duration and pitch of tones, while the room is filled with noise and tumult ? A large number of children, thousands, may sing roughly together, and may learn their songs in like manner, but they cannot thus be taught music, or even the first steps of vocal management, for these things require careful listening as well as singing, and will often need the teacher's personal inspection and trial of individual voices. Not only is classification necessary, but classes must not be too large. But perhaps the most frequent cause of failure, and one which is felt, too, in most other departments of school study, is to be found in the want of real tact or skill with patient perseverance on the part of the teacher. It is not necessarily the best mathematician who makes the best teacher of mathematics, nor the best grammarian who makes the best teacher of grammar ; nor is it the best musician, either theoretical or practical (we wish it could be understood), who makes the best teacher of music, and especially of vocal music in classes. Will it ever be understood and felt that the most important of all knowledge in a school-room is that of the art of teaching ? The difficulty of procuring a good teacher in any department of school-study is well known ; and it is certainly not



less difficult to find a good teacher of music than to find one of grammar, arithmetic, or geography.

Music-teaching in classes should consist of one grand, continuous OBJECT-LESSON, in which the knowledge of each different part which goes to make up a whole is received, not through the eye, as in most other object-lessons, but through the ear; for as it is impossible to convey any primitive idea of colors through the ear, it is equally so to convey any primitive idea of sound through the eye.

We believe that music can never attain its deserved standing among the school-studies until it is in the hands of the principal of the school, or at least of some one of the regular teachers in other departments. Until it is thus taught it can never be so presented as to draw out its own intrinsic advantages, or in its connection with other studies causing reciprocal growth. A very distinguished and successful teacher has said, "Each school-study should be treated so as to throw light on all others." Music may certainly be made to throw out both light and heat, illuminating and warming the whole school region. No two studies can be found between which the relation is more close than those of tones and words, song and speech, or music and elocution. These coming from the same root should always be allowed to go hand in hand in their growth. Neither of them, other things being equal, can be taught as well without as with the other. Singing, then, should be in the hands of the teacher of reading, and reading should be in the hands of the teacher of singing, and both should be in the hands of a teacher of the other school-studies; for who else can do the work so well, causing every study to know its time and place, and all to work harmoniously together? But in addition to this, there is reason, having reference to the immediate welfare of the school, why music should be thus taught by the principal or a regularly connected teacher. It is a study which is so intimately connected with the emotions, that the successful teacher never fails to draw out the affection and secure the confidence of the pupil; thus is his power for moral control vastly increased. But here one shall speak who is wise from experience; an excellent man, and a good teacher. He says, "In respect to moral training and discipline, I regard music or singing in school as invaluable. Nothing so quickly

relaxes the mind, and frees it from bad feelings and discouragements which the daily studies engender. It relieves the teacher, too, to join in a cheerful song, bodily as well as mentally. A teacher who sings often will not often scold. [Mark that.] I believe he can expend much of his over-wrought nervousness in this way; and instead of sharp tones piercing the heart, his words will fall in soft and gentle accents. Song always draws closer its participants, and love goes with it; and in the song exercise, if ever, there will be happiness in the school-room." But such effects as these can only be reached in any considerable degree where the department is in the hands of a regular teacher of the school. Let no teacher say, that, because he is not thoroughly furnished for the work, he can therefore do nothing. Rather let him begin and do a little. What would become of the blessed gospel itself if the same plea should be allowed in the case of its preachers? A very little instruction coming from this source will usually be far better, and will exert a happier influence upon the pupils, than a much more accomplished and thorough lesson (so far as musical knowledge is concerned) given by a teacher otherwise disconnected with the school.

May we not hope that ere long an increase of funds will enable the honored Board of Education to make liberal provision for the more extensive, thorough, and systematic treatment of music and music-teaching in the State Normal Schools? "A school-master should have knowledge of music," says Luther, "otherwise he should not be much regarded." Time will prove that the old Saxon was right. Haste then the day when normal schools shall send out teachers who shall fill this department with the ability and success which have hitherto marked the course of their graduates in other branches of study, — men and women who shall be able to teach all the branches, which, under the circumstances, ought to be taught, "one in all and all in one." So shall music and all other studies be taught in their symmetry, consistency, and homogeneity, combining to the development of the various capacities of the mind simultaneously and successfully. LOWELL MASON.

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"LOVE one another; for love is the fulfilling of the law."

## ACTION AND REACTION.

THE success of a public school is almost always obtained by inducing regular and continuous mental action, so far as possible, on the part of the pupils. The labor of teachers is generally directed to this end. It is an object which involves the highest discipline of mind, and probably the most desirable result of education, and it is consequently of the first importance that the right course toward it should be adopted.

In the first place, the ability to command at will, and direct upon any point the full strength of the mind, is one that belongs to the maturity of the powers. That that maturity may find them in their fullest expansion and vigor, the laws of their growth as well as of their discipline must be observed. Now the recollection of almost every person will inform him that his intellectual development, and especially the formation of character, did not proceed at any such regular rate. Most of us remember times and crises when a light suddenly broke on us, and we seemed to receive in a moment, and without an effort, what we had before vainly tried to master. These occasions are separated, and are probably prepared by intervals, during which the most faithful exertion is apparently fruitless in comparison.

In the natural course of things, it is arithmetic that receives the first attacks of conscious thought. And it sustains them well. But when we reflect that the child who has overcome the difficulties of arithmetic has passed over a road which mankind was thousands of years in finding, it is astonishing that we surmount them so readily. There is a standing disagreement between children and adults on this matter. We tell them it is very simple and very easy; but one generation after another insist upon it that arithmetic is hard. We do not make allowance enough for, and generally we do not even understand sufficiently, the amount of knowledge and of discipline they have to acquire in learning it. The science of numbers, and the art of computing by them, according to the definition, is the least part of it. Besides these, the whole system of logic and the test of reasoning are first presented to the mind in this connection. In the statement of a sum, and the application of rules, the comprehension of the object sought, and the proper adap-

tation of means to the end, lies the whole order of inductive and deductive reasoning, and the natural relation in our thoughts of generals and particulars. This is almost the entire result of the philosophy of Socrates and Aristotle, and all the speculations of Greece. Considering how little attention is given in instruction to the art of thinking, and how poorly qualified are teachers in general to direct or accompany the mind in its processes, it is no wonder that children are long in finding the clew to the labyrinth.

It is in these first attempts at abstract thought that the sudden discoveries we have referred to most frequently occur, and to each awakening mind with as much freshness as if seen for the first time in this world. After each event of the sort comes a period of natural rest, in which the most active and capable mind is occupied with its new idea. As long as this is the case, any distraction or diversion to a new subject would probably retard its ultimate progress. In the perfection of teaching, it would be aided to follow this idea to all its bearings and consequences. The time so employed, although indicating no external advance, would be set down as well spent in internal cultivation. And as a practical matter, even when the attention of the teacher is so much occupied as in public schools, with the *average* condition of the pupils, the natural ebb and flow of their mental action is an appropriate subject of observation. Wherever the course of instruction is expected to move on without reference to individual aptitudes, whenever no individual relations are established between teacher and scholar, a kind of intellectual machinery is set up which grinds and crushes, as well as exercises and trains. Exhausting as is the daily conflict with ignorance and its fellow evils, anything that enables the teacher's calling to be carried on with a smaller expenditure of mental and moral power is a saving to our side and a benefit to the other. It is indeed to a minimum when the love of study takes the place of the teacher's pressure. And as, on the one hand, the word fitly spoken saves days of labor, so, on the other, the love of study is sure to be checked and destroyed when unremitted application is forced upon the young minds at a season when it would naturally be resting to recover its spring.

For these reasons, among others, we are disposed to think the time occupied in our best schools, in arithmetic in particular, as by



no means too long ; and to regard the efforts to shorten it, and to force a quicker proficiency upon the scholars, as likely to hinder the growth and dwarf the general strength of the mind. S. F.

## TEACHING A PROFESSION.

It is claimed by some, and denied by others, that teaching should be ranked among the professions. The reason for its judgment is never given by either party. If the question is ever settled, it must be done by deriving the evidence in the case from some general propositions, to the truth of which all must give their assent. As important consequences will be likely to follow, we will now attempt to state these propositions, and from them to derive the proof that teaching should be classed among the professions.

1. Education is that state in which we have the ability and the inclination to obey the laws of our being.

As our powers are educated by use, the activity of these powers is the cause of education. The occasion of this activity is the presence to the mind of some object of thought. In the education of the intellect, the teacher can do nothing for his pupil except present in a right manner right objects of thought. Presenting these objects in a right manner occasions intellectual activity, and knowledge. Therefore,

2. Teaching is the process by which occasions for intellectual activity and for knowledge are presented to the intellect.

One is said to be instructed when there is excited in his mind, by a teacher, intellectual activity and knowledge.

3. Intellectual instruction itself, then, is that intellectual activity and knowledge occasioned by teaching.

The relation that teaching, instruction, and education hold to one another is this : teaching is the occasion of instruction ; instruction is the cause of education.

A knowledge of numbers depends upon a knowledge of a single thing and of a number of things.

4. That upon which anything depends is called a principle of that thing.

If we should collect all the principles of numbers, and arrange

them in the order in which we should need to use them in the study of numbers, we should have a systematic arrangement of principles, and a science.

5. A collection of principles, systematically arranged, is a science.

6. An employment which consists in the application of the principles of a science may be called a profession.

I have now defined some terms by the use of general propositions, that these terms may be expressions of definite ideas, and that we may be prepared for an intelligent discussion of the question, Is teaching a profession?

To prove that teaching is a profession, we must show that it consists in the application of the principles of a science. This we will now attempt to do.

Instruction is the immediate object or result of teaching. We wish to know, 1. If instruction depends upon principles that can be arranged into a science; 2. If teaching consists in the use or application of these principles.

Is instruction a science? Instruction, as we employ the term, is that intellectual activity and knowledge occasioned by teaching.

The presentative powers of the mind are first called into action. Their activity depends upon the presence of external objects to the senses. The first principle of intellectual activity is, that external objects must be presented to the senses, so as to occasion perceptions of the external world.

The activity of the representative powers depends upon the previous activity of the presentative powers; from which dependence arises a second principle of intellectual activity.

The powers of generalization and reasoning depend for their activity upon the previous activity of the presentative and representative powers; from which dependence arises a third principle.

The activity of the intuitive power depends upon occasions found in previous mental states; from which we have a fourth principle.

We have now found four principles upon which intellectual activity depends; and we have arranged them in the order in which we should use them in exciting the intellect to action. Instruction, then, so far as it consists in intellectual activity, is a science. We are next to show that instruction is a science in so far as it consists in knowledge.

Our first knowledge is of the existence and of the qualities of the external world. This knowledge is derived through the senses, and in no other way can it be primarily possessed. The principle upon which the acquisition of our first knowledge depends is that it must be occasioned by the presence of external objects to the senses.

The knowledge we have through the presentative and representative powers becomes the occasion of our ideas of abstract qualities that we generalize and form into classes. Our ideas of abstract qualities, and of classes of things, depend upon our ideas of qualities found in connection with individual things. From this dependence arises another principle in the acquisition of knowledge.

Our abstractions and generalizations furnish us with general abstract propositions, which we analyze when we reason. The knowledge we acquire by reasoning depends upon the possession of these propositions for analysis. Hence arises another principle. When we have a knowledge of matter through the senses, we have occasioned by this knowledge a knowledge of the space the matter occupies. A knowledge of space is intuitive, and depends upon a knowledge of matter. A knowledge of space, time, cause, and effect, is intuitive; but occasions must exist that we may possess the knowledge, and upon these occasions it may be said to depend.

From this we have another principle. We have now found four principles upon which the acquisition of knowledge depends; and we have spoken of these principles in the order in which we should use them in learning, or in exciting knowledge in the minds of others. Instruction is therefore a science. Does teaching consist in the application of the principles of this science?

*Some* attempt to teach without knowing anything of the laws of mental activity, or of the laws that regulate the acquisition of knowledge; but as the work of such teachers amounts to nothing, except to disturb the natural perfection of our natures, it does not deserve the name of teaching.

The true teacher begins his work by inquiring for the *principles* of instruction; and after he has found them, adapts all his methods to their requirements.

In accordance with the first principle of instruction, the professional teacher never attempts to excite elementary ideas at the

first by the use of their signs, but by actually presenting to the senses the objects of these ideas.

He exercises the memory by arranging the topics of study in accordance with the laws of association, and by employing means which will secure that mental state called attention. He cultivates the imagination by leading his pupil to see objects in nature, and to have frequently all those mental processes upon which imagination depends. He presents occasions for general abstract ideas, and for ideas of classes; and never expects these ideas will be possessed until their occasions have been presented. By applying the principles of instruction, he excites the emotional nature through the intellect, and the will through the emotions; and so is guided in all he does by a knowledge of the end and the way. From what has been said, it follows that instruction is literally and truly a science, and that teaching is a profession.

In my enumeration of principles of instruction, I have spoken only of those that refer to the intellect. It may be shown that the whole nature is governed by principles that may be known and applied in teaching.

If teaching is known and acknowledged to be a profession, some important consequences will follow.

1. The principles of teaching may be studied and learned and applied like any other fixed principles.

2. None but those who understand these principles, and have the power to apply them, have the right to teach.

3. If teaching is a profession, and instruction is a science, and they are thus known, they will be elevated above the condition of doubtful experiment, and will shut out from the ranks of teachers all those who are ignorant of their duties.

4. It will call into the profession of teaching the highest and best talent among men, and consecrate it to the noblest of all employments.

D.

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THE popular illusion that an inferior teacher is good enough for the beginning is productive of much evil. No teacher is good enough for beginners but the best.



## SELF-REPORTING SYSTEM.

THE system in which one is called to keep an account of his conduct, and make a report of it to another who has the power and the authority to govern, is called the Self-reporting System.

Ought this system to be employed in our schools? The following arguments are urged in the negative. Men have a natural desire for rewards, and a natural aversion to punishments. On account of this desire and this aversion, they will be inclined to do that which will enable them to secure the rewards and avoid the punishments. If a pupil, therefore, has broken a law of school, he will desire to conceal the act by passing in to the teacher a false report.

In this way it may be shown that the self-reporting system leads to deception.

Only the most conscientious pupils of the schools will report correctly; then those who are the least worthy of a reward and who least deserve punishment will receive them; and the system is unjust.

Young pupils cannot distinguish between right and wrong, so they have neither knowledge nor motives sufficient to lead them to report correctly. In some schools the morals of the pupils are in a low state. In such schools the system would have no moral power, and would be useless. As it cannot be used in schools composed of young children, or in schools in which the morals are low, it is not adapted to all schools.

A thorough application of the system requires much time of the teacher that should be devoted to intellectual instruction.

And lastly, whatever arguments may be urged in its favor, as a fact it cannot be successfully employed.

In reply to the first argument in the negative, that it leads to deception, we should inquire for the meaning of the term *leads*. This term may be used in two senses. It may mean *causes*, or it may mean *occasions*. The phrase, "causes deception," differs widely from the phrase, "occasions deception." "Causes deception" means the same as "produces deception." "Occasions deception" means the same as "furnishes an opportunity for deception."

If the system is the cause of deception, its use should be at once

and forever abandoned. Is it the cause? Suppose a perfectly honest man, one who has in his heart no inclination whatever to deceive, should be called to make a report of his conduct; would the simple fact, that the honest man is called upon to make this report, produce in his heart deception, or have any tendency to produce it?

No one can either show or perceive the remotest connection between the honest man's reporting and the production of deception. Now that which neither produces a thing, nor has any tendency to produce it, cannot be the cause of that thing. The self-reporting system, therefore, is not the cause of deception. Is it the occasion? We know that, in using the self-reporting system, deception is practised. It is then the occasion, and the term "leads" must mean "occasions." Is the fact that it is the occasion of deception an argument against its employment?

It is a law of our nature that all our powers are cultivated by use.

To restrain and direct the action of the intellectual and moral natures are the objects of school government; to lead to self-government is the end. Both the objects and the end imply cultivation, and cultivation implies the use of the powers cultivated.

There can be no using the intellect unless there is something to be known, and unless some intellectual effort is required in knowing. Resistance is the necessary attendant or condition of all action.

Truth must refuse to come out easily into the light, in order that the intellect may be cultivated and strengthened in its discovery. There must be a possibility of falling into error, that the intellect may be trained to discover the truth.

The moral nature can never acquire the power to resist the temptation to deceive, except by being required to resist; and he who attempts to strengthen the moral nature of his pupil against temptation, simply by removing it from him, knows little of that nature, and will discover his fatal mistake, when in after-years he finds his pupil falling an easy prey to every bad influence.

Let the intellect be trained, not by excusing it from all labor, but by bringing into its presence the phenomena of things, and requiring it to find out what is true about them.

Let the moral nature be trained, not by hiding it away from evil, but by training it to resist all temptation to evil.

If the pupil has a defect in his intellectual development, the wise

teacher desires an occasion by which the defect may be known both to himself and to his pupil. Without this knowledge, proper instruction would neither be given nor received, and the defect would never be removed.

If the pupil has a tendency in his heart to deceive, the wise teacher desires an occasion by which this tendency may be revealed both to himself and to his pupil. Without this revelation a moral reformation is impossible. No man will make the acknowledgment to himself, much less to another, that he is a deceiver, until by some positive act the fact is known to both; and it would be absurd for either the teacher or the taught to apply a remedy for a defect that was not known to exist.

I would not have occasions presented for the exhibition of defects in either the intellectual or moral character, except as necessary conditions for their removal; and as conditions for this end the occasions are absolutely necessary, and therefore proper.

It follows from what has been said that the self-reporting system in no way causes deception, but that it furnishes an occasion, for a pupil who has in his heart a tendency to deceive, to make an exhibition of this tendency to himself and to his teacher.

This exhibition is a necessary condition to a moral reformation; for it establishes such a relation between the teacher and the pupil, that the hateful and wicked nature of deception can be explained and perceived, and such additional motives for veracity can be presented as will greatly diminish the tendency to repeat the deception, until finally the tendency will be removed altogether.

That the self-reporting system furnishes an occasion for deception, then, instead of being an argument against it, is the great argument in its favor; in this is found its utility.

The argument, that this system furnishes an occasion for deception, applies in the same sense to all forms of government based on rewards and punishments. So that, if the argument is good for anything, it raises an objection to all government. If it proves anything, it proves too much.

The system is said to be unjust, because only those who tell the truth receive punishment.

If a truthful boy violates a law of the school, and receives a proper punishment, no injustice is done. If a deceiver breaks a

law, and escapes by means of his deception, no injustice is then done, but simply justice is not done. There is no injustice, but a want of justice. This want of justice is not due to the self-reporting system ; for if the pupils are required to keep an account of their own conduct, the teacher can also keep an account for himself in the same manner, and to the same extent, as if the system were not used. Therefore, no more would escape by this mode of government than by any other, nor as many ; for this double account would be likely to detect more than either used alone.

The ideas of right and wrong are intuitive, and no pupil would be likely to attend school without possessing these ideas ; the system is then adapted to young pupils. As some form of self-reporting is the most powerful means a teacher can employ for working a moral reformation in his pupils, as it is the only means that can be used in training pupils for self-government, it is especially adapted to schools in which the morals are low. It can be shown in this way to be adapted to all schools.

It need not require much time to apply the system thoroughly ; and if it does, the end to be gained is so important, it would be time well spent.

The last argument urged against the system is that it cannot be used. In reply to this argument, which consists in the mere statement of what is supposed to be a fact, it may be affirmed, that what has been done can, under like circumstances, be done again. The self-reporting system has been employed with the most gratifying success, therefore it may be successfully used.

I admit it is not adapted to all teachers. If it is put into school alone, without being used simply as a means to an end, it must fail. No mere system can accomplish anything. School government is not in any system the teacher employs, but in the teacher himself. A teacher that has not the physical and moral power to use the self-reporting system as a means successfully may not be adapted to his profession.

Those who have charge of public schools should understand the philosophy of school government before they condemn or approve any particular form of it ; for the end to be gained, and the relation between the end and the means, are not always visible to the ignorant and inexperienced observer.



## Resident Editors' Department.

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### THE NATION'S MARTYR.

- " 'Tis come, — his hour of martyrdom  
In freedom's sacred cause is come;  
And, though his life hath passed away  
Like lightning on a stormy day,  
*Yet shall his death-hour leave a track  
Of glory, permanent and bright,*  
To which the brave of after-times,  
The suffering brave, shall long look back  
With proud regret, — and by its light  
Watch, through the hours of slavery's night,  
For vengeance on the oppressor's crimes."
- " I tell thee that the voice of patriot blood,  
Thus poured for faith and freedom, hath a tone  
Which from the night of ages, from the gulf  
Of death, shall burst, and make its high appeal  
Sound unto earth and heaven ! "
- " Hath borne his faculties so meek, hath been  
So clear in his great office, that his virtues  
Will plead like angels, trumpet-tongued, against  
The deep damnation of his taking-off."
- " Can that man be dead  
Whose spiritual influence is upon his kind ?  
*He lives in glory,* and his speaking dust  
Has more of life than half its breathing moulds.
- " Cold in the dust this perished heart may lie,  
But that which warmed it once shall never die."
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### REPORT OF THE BOARD OF EDUCATION.

THE twenty-eighth Annual Report of the Board of Education, with the usual accompanying reports, was published some weeks since. We deem this report of more than ordinary value.

President Stearns, whose ready pen drew up the report in behalf of the Board, has discussed with great ability the subject of school discipline. A large portion of his remarks on this subject have already been copied into the *Teacher*.

The reports of the boards of visitors of the several normal schools of the State are quite full, and give very satisfactory accounts of the condition of those important and flourishing institutions. We have been greatly pleased to observe the very deep interest manifested by the "visitors" in the welfare of the schools under their charge. The day ought not to be distant when all the normal schools of Massachusetts shall be fully equipped with cabinets, apparatus, reference books and libraries; and when the teachers of those schools shall receive compensations suited to the high positions they occupy, and the skill and success which attend their labors.

From the excellent report of the State Agent, our Associate Editor, we have heretofore made valuable extracts.

Mr. White, the Secretary of the Board, presents a report of great value, in which he discusses in a clear and forcible manner important subjects relating to the school interests of the Commonwealth. After giving the usual statistics of the schools, he speaks successively of the School Fund, Teachers' Institutes, Normal Schools, State Scholarships, Town Reports, Schools Six Months, and High Schools.

The last topic especially is discussed with marked ability. We transfer to our pages a portion of the Secretary's elaborate discussion of the subject; but as no extracts can do justice to it, we recommend to those interested in the subject to send to the State House and get a copy of the whole report.

It affords us much pleasure to bear our sincere testimony to the ability and fidelity with which the Secretary of the Board of Education performs the duties of his laborious office; and we beg to assure him that he fully possesses the sympathy and confidence of the teachers of the Commonwealth.

The extracts from the School Committees' Reports contain numerous suggestions of value to teachers, school committees, and the public.

### HIGH SCHOOLS.\*

IN my last report I invited attention to the important relation which the high schools sustain to our public school system; to their important influence upon the educational and moral interests of the towns which support them; and to the melancholy fact that many towns, in violation of the law, neglect to avail themselves of the privileges which they offer; and gave a list of such towns, with the number of families and valuation in each.

The high school, as the crown of our system of public free schools, has been regarded with deep interest by this Board ever since its organization. And that this interest has not been a barren one, is shown by the fact, that, while there were at that period but fourteen high schools in the Commonwealth outside of the city of Boston, the number to-day is more than one hundred.

In his first report Mr. Mann entered into an able and elaborate discussion of

\* From the last Report of the Secretary of the Board of Education.

their essential relation to our school system. He conclusively showed that the failure to support these schools was an unfortunate departure from the ancient practice, and a potent cause of the neglect into which the common schools had fallen in the more populous and wealthy portions of the State, and their consequent low state at the time he wrote.

He showed that there were forty-three towns, embracing two-fifths of all the population in the Commonwealth, out of Boston, each having more than five hundred householders, and therefore required by law to maintain a high school; and that only fourteen of them obeyed the law — indeed, but ten or eleven maintained such schools as the law contemplated.

He urged in strong terms the superior claims of the high school over the private school and academy, which had so largely taken its place, as furnishing an education the best adapted to our circumstances, character, and wants as a free people; and earnestly and eloquently advocated a return to the policy of our fathers in establishing and generously supporting them.

Longer experience has developed other advantages which are too important to be overlooked.

Prominent among these is the powerful and happy influence which they exert upon the schools of a lower grade. They present to the young pupils higher standards and more glittering prizes than their own schools can offer, and inspire their breasts with hope and a noble courage to gain them. Thus they induce habits of order, obedience, self-control, and of patient and resolute industry so essential to successful study; greater progress is made, and the standard of the lower schools is elevated.

Again, experience has shown that a well-conducted high school renders most important service in educating teachers, especially for the supply of the home demand.

One of the peculiar advantages of the high school is, that it brings home the benefits of a superior education alike to all classes of the people, and thus beautifully illustrates and makes practical the theory of equal rights, on which our institutions are founded.

Here the children of the rich and the poor, of the honored and the unknown, meet together on common ground. Their pursuits, their aims and aspirations, are one. No distinctions find place but such as talent and industry and good conduct create. In the competitions, the defeats, and the successes of the school-room, they meet each other as they are to meet in the broader fields of life before them; they are taught to distinguish between the essential and true, and the factitious and false, in character and condition. The children of the poor, animated with the hopes and courage which a successful competition with companions, more favored by fortune than themselves, inevitably inspires, are prepared to combat, with a braver heart and a stronger arm, the difficulties and discouragements which oppose them; while the children of the wealthy are taught to yield a just and cordial respect to talents and virtues clothed in humble garb. Thus a vast and mutual benefit is the result. Thus, and only thus, can the rising generation be best prepared for the duties and responsibilities of citizenship in a free commonwealth. No foundations will be laid in our social life for the brazen walls of caste; and our political life, which is but the outgrowth of the social, will pulsate in harmony with it, and so be kept true to the grand ideal of the fathers and founders of the republic.

As, then, we prize and cherish the free institutions which we have inherited, and would transmit them to future generations, let us spare no effort, and shrink from no sacrifice, so that we may make the means and opportunities of a broad and generous culture, no less than those of a rudimental education, free as the breath of heaven to all.

I now proceed to inquire to what extent the people of the Commonwealth have availed themselves of the privileges and advantages which these schools afford. And that I may set this matter in the clearest light possible, I present a series of tables; the first giving the names of all the towns having four thousand inhabitants, and required to keep a high school of the first class, with the number of families, the population by the census of 1860, the number of high schools in each, their length, and the salary of the principal teacher in the year 1863.

In a second and similar table are found the names of the towns having five hundred families and less than four thousand inhabitants, and therefore required to keep a high school of the second class.

A third table gives the names of the towns which have four hundred and less than five hundred families, and therefore not required to keep a high school, designating those which support a high school, and also their valuation at the present time.

A fourth contains the names, etc., of those towns having less than four hundred families, which support a high school or make some analogous provision for the instruction of their children.

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### MEETING AT THE EDUCATIONAL ROOM.

APRIL 1. Mr. Jones, of Roxbury, in the chair.

In the absence of the Resident Editors, Mr. Littlefield, of Somerville, was appointed to report the proceedings.

Mr. John D. Marston, of West Cambridge, was elected to preside at the next meeting. Messrs. Brickett, of Lynn, and Russell, of Watertown, were appointed to give practical exercises.

Mr. Payson, of Chelsea, then gave an exercise in arithmetic, embracing interest and geometrical progression.

His method of casting interest was the following: a sum of money at interest at six per cent. will gain one hundredth of itself in two months. This fractional part of the principal is found by removing the decimal point two places to the left. This divided by two will give the interest for one month. Multiply this interest by the number of months plus the number of tenths obtained by dividing the number of days by three.

The chairman announced as the subject, "The duties of school committees." One duty was to select suitable teachers for the public schools; but it should be no part of their duty to examine such teachers or their schools unless they were thoroughly competent for the work. It would be far better for them to appoint some one to that business who was qualified. He thought that the system of



quarterly examinations, as now conducted, worked much mischief to the schools, for the two previous weeks had to be nearly wasted in making preparations. The examinations which the pupils had to undergo in their promotion from class to class and from school to school were amply sufficient to test the teacher's faithfulness.

Mr. Clafin, of Newton, said that there was a great want of material from which to make school committees in most towns. There were many good committee men in the State, as is evinced by a perusal of the abstracts from their reports lately published. He would be charitable towards them when he remembered the arduous duties which they had to perform and he thought they were oftentimes needlessly found fault with by teachers, when they were trying to do their best. He would not pretend to say but that they neglected their duties in many cases.

Mr. Payson, of Chelsea, thought that the men were rare that could stand up like men against the whims of children and parents. The committee of Chelsea did not have any set day for examinations, but entered the school-room and took the class where it was, and carried on the recitation according to the method of the teacher as far as possible, and in a kind spirit, not attempting to puzzle and perplex and find out what they did not know. At the end of the year they reported upon the whole school, and not upon the peculiarities of the different teachers.

Mr. Collar, of Roxbury, commiserated the teachers in their arduous duties of preparing their pupils for an examination every three months. He thought that advanced pupils were better able to undergo such examinations, as their minds were more mature, and they could give better expression to their ideas. That which they had learned had had time to deepen in the mind. He knew of a high school where the pupils were examined upon a branch when they had finished it. It was well to have examinations on account of the stimulating effect it had upon pupils and teachers. It could hardly be expected that lawyers, doctors, and clergymen could keep up with the improvements in teaching, unless they gave more time to the subject than they now do.

Mr. Littlefield, of Somerville, said that he had found those persons who were really most competent to superintend the schools the most modest in their pretensions. He would not find fault with persons who really performed a labor of love to the rising generation. He would find fault with the system of supervision. The committees could, as now, perform the prudential work, visit the schools as they do now, but they should be relieved of the duty of examining the schools critically, by a competent superintendent, who should give his whole time and best thoughts to the schools. If one town is not able to bear the expense of such an officer, let two, three, or more unite for that purpose. It was the duty of teachers to use their influence to bring about the public opinion necessary to such a change.

Mr. Patten thought that a man fit to be a teacher was competent to manage his school in his own way; but as it is, he was expected to say good-by to his best ideas in teaching, and try to follow the plan of each of his supervisors. He knew of no public officers that performed their work so imperfectly. Oftentimes he had found a want of harmony in their theory and practice; as for instance, they would require the teacher to give oral instruction almost exclusively, and on the examination they would test the child's knowledge by the words of the text-book; the examination being made to find out what the child did not know. Mr. P. was

somewhat caustic in his criticisms, and will probably soon be elected to the office of school committee.

Mr. Adams, of Newton, did not subscribe to all of the remarks of the previous speaker. The best men in the town he thought were generally elected to the office. While they might not all of them be competent to judge of methods of teaching, they might, most of them, render a correct opinion of results. They could determine as to the order and appearance of a school nearly as well as though competent to declare upon the quality of the instruction given. He, too, disliked the system, and would prefer to have superintendents. Committees should always take sufficient time to see the schools before reporting upon them. He believed in public examinations; for they showed the public how the schools look, and it did the children good to put them upon their best behavior. It was always a pleasant occasion, and all concerned were benefited. He thought that there was a disposition on the part of some to treat teachers as servants, and not deal with them as men and equals.

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#### PHONIC TEXT.

CAMBRIDGE, March 28, 1865.

*To the Editors of the Massachusetts Teacher :*

Will you allow me space for a few words on Rev. Mr. Zachos's Phonic Text?

As an associate with Rev. Cyrus Pierce in an adult evening school taught by phonotype, and as chairman of a school committee which sanctioned phonotypy in their public schools for years, I feel that I am capable of forming an intelligent judgment on the question; and I firmly believe that Mr. Zachos's mode possesses many of the advantages of phonotypy, and avoids many of its disadvantages; and especially that it will not encounter so strong an opposition from ignorant parents and prejudiced teachers. I look to it, therefore, as promising to be a very useful and *almost indispensable* instrument in the great educational work thrown suddenly upon us by the military emancipation of millions of our countrymen, hitherto held under forms of law in ignorance, and now calling upon us by every consideration, selfish as well as humane, to give them light.

Very respectfully yours,

THOMAS HILL.

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#### EDUCATION OF FREEDMEN.

WE have received the "Report of the Board of Education of Freedmen, Department of the Gulf, for the year 1864." Believing that all our readers are interested in all that relates to the education of the race from whose limbs the shackles of bondage have just fallen, we have made some extracts from the report, which serve to show the heroism of the women who are laboring to educate the poor black children, to display the eagerness with which the despised race seek knowledge, and to exhibit the accursed spirit of slavery and its chivalric supporters.

## COLORED SCHOOLS IN NEW ORLEANS.

"When, in April, 1862, the guns of Farragut transferred the city of New Orleans from rebel to national rule, no such thing as a 'Public School' for colored children was found in the schedule of the conquest.

"No such thing had ever existed in the Crescent City. Even that portion of the colored population who for generations had been wealthy and free were allowed no public school, although taxed to support the school-system of the city and state. Occasionally a small donation was made from the public fund to a school for orphans attached to the Colored Orphans' Asylum.

"The children of the free colored people who were in good circumstances, known as 'Creoles,' generally of French or Spanish extraction, when not educated abroad or at the North, or from fairness of complexion, by occasional admission to the white schools, were quietly instructed at home, or in a very few private schools of their class.

"Even these, although not contrary to law, were really under the ban of opinion, but were tolerated because of the freedom, wealth, respectability and light color of the parents, many of whom were nearly white, and by blood, sympathy, association, slaveholding, and other interests, were allied to the white rather than to the black.

"For the poor of the free colored people, there was no school.

"To teach a slave the dangerous arts of reading and writing was a heinous offence, having, in the language of the statute, 'a tendency to excite insubordination among the servile class, and punishable by imprisonment at hard labor for not more than twenty-one years, or by death, at the discretion of the court.'

"In the face of all obstacles, a few of the free colored people of the poorer class learned to read and write. Cases of like proficiency were found among the slaves, where some restless bondsman yearning for the knowledge, that somehow he coupled with liberty, hid himself from public notice to con over in secret and laboriously the magic letters.

"In other cases, limited teaching of a slave was connived at by a master, who might find it convenient for his servant to read.

"Occasionally the slave was instructed by some devout and sympathizing woman or generous man, who secretly violated law and resisted opinion, for the sake of justice and humanity.

"A single attempt had been made to afford instruction, through a school to the poor of the colored people, by Mrs. Mary D. Brice, of Ohio, a student of Antioch College, who with her husband, both poor in money, came to New Orleans in December, 1858, under a sense of duty, to teach colored people.

"So many and great were the obstacles, that Mrs. Brice was unable to begin her school until September, 1860. At that time she opened a 'school for colored children and adults,' at the corner of Franklin and Perdido Streets.

"The popular outcry obliged her to close the school in June, 1861.

"Subsequently receiving, as she believed, a divine intimation that she would be sustained, Mrs. Brice again opened her school in November following, near the same place; afterward removing to Magnolia Street on account of room.

"Under Confederate rule she was repeatedly 'warned' to desist teaching.

"The gate-posts in front of her house were covered at night by placards threatening death to 'nigger teachers.'

"When forced to suspend her school, Mrs. Brice stole round at night, especially on dark and rainy nights, the more easily to elude observation, to the houses or resorts of her pupils, and there taught the eager learners under every disability of mutual poverty, often of sore need, in face of imprisonment, banishment, or possible death.

"Upon the occupation of the city by our forces, her school was preserved from further molestations rather by the moral sentiment of the army than by any direct action; for so timid or prejudiced were many of our commanders, that long after that time General Emory sent for the Rev. Thomas Conway to admonish him not to advocate publicly the opening of schools for colored children, as it would be *very dangerous!*

"The school of Mrs. Brice continued to thrive, and subsequently passed under the Board of Education, in whose employ she is now an efficient and honored principal.

"The advent of the Federal army weakened slavery, and suspended the pains and penalties of its bloody code; and a few private teachers began to appear, in response to the strong desire of the colored people for instruction."

#### BOARD OF EDUCATION FOR FREEDMEN.

"General Order No. 38, Headquarters, Department of the Gulf, was issued by Major General Banks, on March 22, ensuing.

"That order created a 'Board of Education for Freedmen, for the Department of the Gulf, with power to establish common schools, employ teachers, erect school-houses, regulate the course of studies, and have generally the same authority that assessors, supervisors, and trustees have in the Northern States, in the matter of establishing and conducting common schools.'

"In spite of a state of war, of the fierce opposition of prejudice or passion, of all obstacles and disabilities, so really vital is this system of instruction, that at the close of the year 1864, after but nine months' existence, the Board of Education was sustaining in successful operation 95 schools with 162 teachers and 9571 pupils — being an average monthly increase of 10 schools, 15 teachers, and 850 pupils.

"In addition, the number of colored adults of both sexes receiving instruction in night and Sunday schools, under the auspices of the board, is over 2000.

"Of the scholars in attendance in December there were —

3883 writing on slates.  
1108 writing in copy books.  
283 studying grammar.  
1338 studying geography.  
1223 studying practical arithmetic.  
4628 studying mental arithmetic.  
7623 reading.  
8301 spelling.  
2103 learning the alphabet."

How many of us who are teaching in the Free States would be willing to labor under the circumstances pictured in the following extracts:

"Compelled to live on the coarsest diet of corn bread and bacon; often no tea, coffee, butter, eggs, or flour; separated by miles of bad roads from the nearest provision store; refused credit because she is a negro teacher, unable to pay cash because the Government is unavoidably in arrears; subjected to the jeers and hatred of her neighbors; cut off from society, with unfrequent and irregular mails; swamped in mud — the school-shed a drip, and her quarters little better; raided occasionally by rebels, her school broken up and herself insulted, banished, or run off to rebeldom; under all this, it is really surprising how some of these brave women manage to live, much more how they are able to render the service they do as teachers."

#### INSTANCES OF PRIVATION AND PERIL.

"In a parish, some distance from New Orleans, a building was procured, an energetic teacher sent, scholars gathered, and the work begun. The first week brought no report. It came subsequently, as follows: 'Arrived. Found a place to live a mile and a half from the school-shed! Dreadful people, dirty and vulgar, but the best I can do. Went about gathering scholars; have forty. Did well enough till it rained; since then have walked three miles a day, ankle-deep in thick black mud that pulls off my shoes. Nothing to eat but strong pork and sour bread. Insulted



for being a 'nigger teacher.' Can't buy anything on credit, and haven't a cent of money. The school-shed has no floor, and the rains sweeps clean across it, through the places where the windows should be. I have to huddle the children first in one corner and then in another to keep them from drowning or swamping. The Provost Marshal won't help me. Says 'he don't believe in nigger teachers—did n't 'list to help them.' The children come, rain or shine, plunging through the mud—some of them as far as I do. Pretty pictures they are. What shall I do? If it will ever stop raining I can get along.'

"Whoever has attempted to march through the adhesive mud of this delta, under a Louisiana rain-storm, will realize the accuracy of that report. It is one of a score.

"Another class of obstacles is fairly indicated by the following extract from the report of a country teacher:

"I have in vain attempted to form a night-school. I never dared take more than two pupils, because some of the officers are so opposed to the instruction of negroes. One used to let his dogs loose after supper to bite the night-scholars, till I told him I would kill them if they bit my pupils. A great many would come to night-school, only they are afraid.

"I had rather not contend with such people; but in a short time there will be another Provost Marshal here, and probably I can keep night-school. Capt. — never interfered with the school, but he don't approve of it, and allows others in his house to annoy it.'

"Where the parish Provost Marshal is indifferent or opposed to negro education, the annoyance, and even peril, of the teachers, is often great from the remains of that class from which slave drivers and negro-hunters sprang,—a class that does not seem to be numbered for the resurrection from this revolution, and that hastens its own destruction with the madness of men pre-ordained to perish. This class hates the district school with all the virulence of ignorance and complexional caste.

"In Thibodeaux the school-house has been broken open, on successive nights, for months past, the furniture defaced, the books destroyed, and the house made untenable by nuisance. Bricks and missiles have been hurled through the windows, greatly risking limb and life, and making general commotion. Complaint after complaint has not yet afforded relief or protection.

"General Cameron kindly and promptly sent a guard on one or two occasions; but as the detection and arrest of the cowardly assailants depends upon the disposition and vigilance of the parish Provost Marshal, the outrages continue."

Of the hundred and sixty-two teachers in the employ of the Board in December last, one hundred and thirty are of Southern origin, thirty-two from the West and North.

The pay of the teachers is sixty dollars per month, varying to seventy dollars, and as low as fifty dollars, in exceptional cases of more or less capacity and merit.

The average monthly expense of instructing each pupil is one dollar and a half, or eighteen dollars a year.

#### CHARACTERISTICS OF THE PUPILS.

"The pupils, as a class, are orderly, industrious, and easily governed. They are exceedingly grateful for any interest and kindness shown to them. It is the testimony of our teachers, who have taught in both white and colored schools, that these children do not suffer in comparison with the white in the activity of most of their faculties, and in the acquisition of knowledge. They are quick-witted, excelling in those branches that exercise the perceptive and imitative powers and the memory, while they are slower in arithmetic, and in studies that tax the reasoning powers—probably from a hereditary dormancy of those faculties under the long night and cruel weight of slavery.

"A marked characteristic of these children is their genuine delight in learning,

and the heartiness with which they repeat their exercises. Music is the natural expression for their spirits; the song never flags for want of voices. Some of their own irregular and plaintive melodies fall from their lips with a strange, deep pathos. They are also natural actors and natural orators. They read and declaim with ease and just expression. They are quick in responding to the pathetic, as they are keen in discerning the ludicrous. Recently, we had twenty-four hundred of them in 'Howes' Circus' at one time. Four-fifths of them had never seen any such thing. Some of the performers said, afterwards, that they never had a more appreciative audience—one that seemed to know, by intuition, where the laugh should come in, and where the applause. One of the clowns ventured upon a stale joke about 'rain from the surrounding black clouds,' but it fell heavily and almost in silence at the feet of an audience just realizing that they have a natural right to be black without reproach.

"Another habitude of these colored children is their care of books and school furniture. There is an absence of that Young America lawlessness so common on Caucasian play-grounds. The walls and fences about the colored schools are not defaced either by violence or vulgar scratching. They do not whittle or ply the jack-knife at the expense of desks and benches. It may also be said that the imagination of these juveniles is generally incorrupt and pure and from the two most prevailing and disgusting vices of school children, profanity and obscenity, they are singularly free."

#### BENJAMIN GREENLEAF.

WE copy from the School Report of Bradford the following just tribute to our late fellow-teacher, Father Greenleaf:

"Since the last annual report of your school committee, one member of the committee, Benjamin Greenleaf, Esq., has deceased. Mr. Greenleaf was so long interested in the public schools of this town, and in the cause of education generally, that a brief notice of him, especially as connected with popular education, seems fitting and desirable in this report. He was born in Haverhill, September 25, 1786; fitted for college at Atkinson Academy, then under the care of the famous John Vose, Esq.; entered the sophomore class of Dartmouth College 1810, and graduated with honor in 1813. During his college course, Mr. Greenleaf developed that taste for and proficiency in mathematics which marked his subsequent life. In December, 1814, he was appointed principal of Bradford Academy, and removed to this town, which was his home for nearly fifty years. Here his life's work was accomplished. Here his influence was especially felt for the long period of half a century. It is needless, among those who knew him so well, to say that his influence on all the great questions of morality and religion was uniformly on the right side, and his views were expressed usually in that brief, quaint, blunt manner which we all so well remember. It is, however, the work he accomplished for the education of the youth here and elsewhere, that particularly interests us to-day. As a teacher for more than thirty years in this town, he was brought into close contact with a whole generation of men and women; and with his scholarship, his interest in learning, his enthusiasm as a teacher, and his marked peculiarities as a man, he could not fail to do much in forming the character of that generation. He left an impression of his own peculiar habits of thought and study upon them, to say nothing of certain other marks of *affection* of which he was wont to speak. Not a little of the long-established and well-earned reputation of Bradford Academy, for thoroughness in the fundamental branches of education and in the mathematics, is due to him. But it is not merely in Bradford that his influence as a teacher was felt. All over the country, multitudes of men and women cherish his memory as

a kind, earnest, and faithful teacher. Nor was it only as a teacher that he aided the cause of popular education. His mathematical works, especially his series of arithmetics, have been widely disseminated over the country, and perhaps have waked up more thought on the subjects of which they treat than that of any other American author. More than three millions of copies of his arithmetics have been sold, and in their use have excited the interest of multitudes, and the *wrath* of not a few dull souls. Mr. Greenleaf was also always much interested in Teachers' Institutes, and all those varied associations that have for their object the improvement of those who make the instruction of youth their business. He took an active part in the establishment of the American Institute of Instruction, and for many years was one of its vice-presidents. He was one of the founders of the Essex County Teachers' Association, the oldest organization of the kind in New England, and for four years he was its president. Mr. Greenleaf was one of the first in New England to see the advantages that might result from a system of normal schools, for the training of teachers for our public schools, and with characteristic earnestness and energy he labored for the establishment and improvement of such schools. While a member of the legislature, he essentially aided the learned and indefatigable Secretary of the Board of Education, Hon. Horace Mann, in carrying through the General Court several bills for founding and regulating them. But Mr. Greenleaf's zeal for public schools was not all spent abroad. To the very last of his life he had a most lively interest in our own town schools. He loved to visit and examine them. He was never happier than when he had a class before him in English grammar or arithmetic, especially if he found them quick to think, and ready to answer any of his queer, crotchety questions. He did not believe in stereotype teaching, and he was pretty sure to find out whether the classes really understood the subject in hand, or had merely learned a certain routine, and were just fixed up for examination. He enjoyed not a little the confusion into which some of his queer, test questions often threw both teacher and scholars. Mr. Greenleaf served on the school committee of this town sixteen years, and died in office, his earnestness and zeal in this work continuing unabated to the last; and of him we may say with truth,

"He was a man, take him for all in all—  
We shall not look upon his like again."

## INTELLIGENCE.

### PERSONAL.

*Sanborn Tenney* has been appointed Professor of Natural History in Vassar Female College. We congratulate the friends of this new institution on this happy selection.

*A. P. Stone* has been called from the Portland High School to the important post of superintendent of the schools of the State. He has rare qualifications for the office. We shall expect in due time to hear of manifold proofs of his efficiency, good sense and success.

*Prof. George N. Boardman*, former Professor of Rhetoric and Metaphysics in Middlebury College, has been invited to fill the presidency of the University of Vermont.

*Mr. A. E. Scott* has renewed his connection with the Lexington High School, with a salary of \$1200 per year.

*Miss Ann Augusta Frost*, a graduate of the Framingham Normal School, is teaching in the high school of Memphis, Tenn., on a salary of \$1400.

*Watertown* has added \$300 each to the salaries of George R. Dwelley, principal of the high school, and Henry Chase and Levi W. Russell, masters of grammar schools, and also advanced the salaries of the female teachers.

*Edward H. Peabody*, a graduate of Bridgewater Normal School, has been appointed master of the grammar school in Randolph; and Mr. — Eddy, of the grammar school in East Randolph.

*Mr. R. B. Clarke*, lately connected with the Milford High School, has become principal of the high school in Fitchburg.

*Miss S. Lillie Graves* has resigned her position in the Milford High School, and *Miss Lucy S. Lord* has resumed her connection with that school after an absence of six months, having meanwhile been employed in Prof. Lincoln's school in Providence, R. I.

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### EDUCATIONAL INTELLIGENCE.

WE regret that inadvertently an expression was used in an "item of intelligence," in the April number of the *Teacher*, relating to Phineas G. Parmenter, Esq., that was liable to convey an erroneous impression.

The facts in the case are simply these. Mr. Parmenter expressed to the district committee and the master of the Hancock School his intention to resign his position at the close of the present school year.

In consideration of his *long and faithful services*, the committee complied with his request to be allowed to put a substitute into his division from the 1st of March to the end of the year.

Mr. Parmenter has been for more than twenty years a faithful and conscientious teacher in Massachusetts, and for the last ten years has held the position of sub-master in the Hancock School.

The committee and principal of the school feel that Mr. Parmenter leaves behind him a record of which any man may justly be proud.

*Miss Lucy M. Sheffield*, first assistant of the *Winthrop* School, Charlestown, was selected to act as substitute for Mr. Parmenter.

**AGRICULTURAL COLLEGES.** — The States are moving in this matter. Maine, Massachusetts, Rhode Island, Connecticut, Vermont, New York, Maryland, Pennsylvania, Ohio, Michigan, Illinois, Iowa, Minnesota, and Kansas, are all alive to the great question of industrial education. Several of them — Michigan, New York, Maryland, Pennsylvania, and Kansas — have Agricultural Colleges already in existence; while others — Massachusetts, Vermont, Iowa, and Minnesota — have incorporated and located such institutions, and are erecting or purchasing the necessary buildings. Illinois, Indiana, and Ohio are fully decided to establish them, but are in trouble about the location.



GIRARD COLLEGE, in Philadelphia, has five hundred and sixty-three pupils, each of whom costs one hundred and eighty dollars a year. In 1857 there were only two hundred and ninety-five pupils, and each then cost two hundred and fifty-two dollars. The number of applications is increasing on account of orphanage produced by the war.

DECREASE OF THE INDIANS. — The Indians in the United States are rapidly diminishing in number. In 1840 there were 400,000; ten years later 350,000; and by the last census 295,400. The rate of diminution is greatest among those farthest west and least civilized. In the west they are distributed as follows:

The principal Indian populations are distributed as follows: West Arkansas, 65,680; New-Mexico Territory, 65,100; Dakotah Territory, 30,664; Washington Territory, 31,000; Utah Territory, 20,000; Minnesota, 17,900; California, 13,660; Kansas, 8180; Nevada Territory, 7520; Oregon, 7000.

*Brooklyn.* When visiting the schools of Brooklyn, N. Y., some two years ago, we were surprised to hear that the salary of their grammar-school masters was only \$1200 each. It was soon after raised to \$1500, and now we are glad to hear that it has been raised to \$2000.

THE DIFFERENCE. "After staying eighteen years in this country," said Prof. Agassiz, "I have repeatedly asked myself what was the difference between the institutions of the old world and those of America; and I have found the answer in a few words. In Europe everything is done to preserve and maintain the rights of the few; in America, *everything is done to make a man of him who has any of the elements of manhood in him.*"

THE alumni of Norwich Military University will have a re-union at the next commencement, August 10. Among its graduates are five major-generals, five brigadiers, thirty-two colonels, and many subordinate officers.

*Library in Newton.* The people of Newton are moving in earnest to start a free public library. The libraries already existing in the several villages are to be given to the central one; and liberal contributions are promised from citizens.

*Missouri.* Measures are initiated to organize a normal school in this state, and to establish a good free school system. The same work is progressing nobly in Maryland.

AMERICAN INSTITUTE. The annual session of the American Institute of Instruction will be held in New Haven, Conn., August 15, 16, and 17.

NATIONAL ASSOCIATION. The next meeting of the National Teachers' Association will probably be held in Harrisburg, Pa., August 8, 9, and 10.

*Indiana.* The new school law increases the State levy from 10 to 16 cents on the \$100, provides for County Teachers' Institutes, and requires the common schools of the county to be closed during the session in each county.

*Iowa.* There are in this state, of children between 5 and 21 years, 294,912, of whom during the last year 210,569 attended school. There are 6,623 schools, and 8,955 teachers — males 2,815, females 6,140. Average wages per week — males \$6.28, females \$4.40. Paid teachers during the year, \$686,672.62.

In the State University of Iowa, females are admitted to all the rights and privileges of the institution upon the same footing as males. The plan has been in operation seven years, and "thus far it has been eminently successful." The corps of instruction consists of six regular professors, and four male and four female tutors. The last catalogue give the names of 434 students. Total assets of the university are \$310,000.

*Dr. William J. Walker*, who died at Newport, R. I., April 2d, graduated at Harvard in 1810. By will, he leaves about \$220,000, or a little more than \$30,000 each, to be divided among seven heirs; and the remainder of his property, amounting to about \$1,000,000, is divided equally between Amherst and Tufts Colleges, the Institute of Technology, and the Boston Society of Natural History, making to each of these institutions the munificent donation of \$250,000. During the past twenty years, he has given away about \$400,000 to various objects.

*The Spring series of Teachers' Institutes* have been attended by unusual numbers and success. Five sessions will be held in the autumn.

*Ichabod Washburn, Esq.*, of Worcester, has given \$10,000 to the Bangor Theological Seminary, to establish a fund for aiding indigent students, and also \$10,000 for the increase of the library. *Wm. E. Dodge, Esq.*, of New York, has given \$5000 for the fund in aid of students.

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## BOOK NOTICES.

**BLACKWOOD'S MAGAZINE.** March, 1865. Leonard Scott & Co., New York.

This number of Blackwood contains articles entitled "The Right Honorable William Gladstone, M. P.;" "William Blake;" "Miss Marjoribanks;" "Sir E. Bulwer's Lytton's Poems;" "Guy Neville's Ghost;" "Etonia, Ancient and Modern;" "The Tuft-Hunter;" and "Piccadilly, an Episode of Contemporaneous Autobiography."

**JENKINS'S VEST-POCKET LEXICON**, an English Dictionary of all except Familiar Words; including the principal Scientific and Technical Forms, and Foreign Moneys, Weights, and Measures. Omitting what everybody knows, and containing what everybody wants to know, and cannot readily find. By JABEZ JENKINS. Philadelphia: J. B. Lippincott & Co. 1865.

The title-page tells the whole story in regard to this very neat, convenient, and useful dictionary. To a reader who simply desires to know the chief meanings of a word, without the trouble of turning over the leaves of a quarto dictionary, and especially to a reading traveller who cannot carry with him a large volume, this little book is of great value. It is worth buying.

**A. D. BILL'S SCHOOL PEN.** Sold by Cyrus G. Cooke, 37 and 39 Brattle Street, Boston.

We have used the Pen for a few weeks, and confidently recommend it to all teachers. For an American Pen, it is superior to any we have ever seen.